

Commonwealth of Pennsylvania
DEPARTMENT OF PUBLIC INSTRUCTION

COURSE OF STUDY IN SOCIAL STUDIES
GRADES ONE AND TWO



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FOREWORD

IT IS not enough to know about government and one's responsibility with reference to government. These are important but not the most vital factors in assuring desirable civic action. In its finality, the civic conduct of the individual is determined by his civic attitudes.

The social studies program for the first six grades seeks to lay the foundations for desirable civic conduct; to give the knowledge and develop the ideals upon which good citizenship is built. Courses of study for the two additional grades of the elementary school, where the 8-4 plan is in operation, parallel the work for these grades as outlined for the junior high school.

The following is a synopsis of the content for each of the eight grades:

GRADE ONE—Enlargement of the pupil's sense of time, events, place, distance and the meaning of truth. Growth of the beginnings of the ideals and habits essential to family and school cooperation.

GRADE TWO—Simple facts that are significant in the history and civic life of the community. Relationship of other nations to the history of the community. Agencies that protect and defend community beauty, safety, health, and the rights of individuals and groups.

GRADE THREE—Primitive man including the Indian as a type; pastoral people. Episodes, developments, places and personages in ancient civilization. To develop an appreciation of our great indebtedness to these people; to develop a conception of the advance of civilization; to sow the seeds of interest in history and literature; to give practice in desirable social and civic habits.

GRADE FOUR—Episodes, developments, places and personages to the time of the discovery of America; how these events and developments affected our own times; important episodes leading to the discovery of America; experiences in the operation of the school as a civic unit as expressed in class organization.

GRADE FIVE—Episodes, developments, places and personages in the history of the New World from 1789 to present time with emphasis upon Pennsylvania. Continuance of effort to build a foundation for the realization of the duties of American citizenship; emphasis upon conservation of natural beauties and resources.

GRADE SIX—Episodes, developments, places and personages in the history of the New World from 1789 to present time with emphasis upon Pennsylvania. Significant changes in the life of the New World; appreciation of the virtues and viewpoints of other nations; a beginning of an appreciation of the importance of the Constitution and what it means in connection with our national life; problems of law enforcement; need for an intelligent ballot; fundamentals in the history and operation of public education in the State.

GRADE SEVEN—Backgrounds of American life: This course gives the first systematic presentation of World History and through current applications serves to interpret the past in terms of present day life. Through current applications, a basis is provided for civic education.

GRADE EIGHT—History of the United States: The purpose of this course is to show the development of the United States through large social movements, giving particular stress to the part played by Pennsylvania. Throughout, emphasis is placed on a program of constructive citizenship.

This course of study is part of a general program of curriculum revision organized under the direction of William H. Bristow, Deputy Superintendent, Department of Public Instruction. The material was prepared by the following committee with the advice and cooperation of the social studies committee for the junior high school: William H. Bristow, Deputy Superintendent, Department of Public Instruction, Harrisburg; Victoria Lyles, Director of Elementary Education, York; Nannie L. Mitcheltree, Principal, Lawrence-Mahoning Schools, New Castle; Helen Purcell, Director of Kindergarten and Elementary Education, Department of Public Instruction, Harrisburg; Anne U. Wert, Supervisor, Elementary Education, Harrisburg.

Final preparation and editing of this bulletin was done by Helen Purcell, Director of Elementary and Kindergarten Education, and D. M. Cresswell, Department Editor.

In its present form this course of study is tentative. The suggestions of teachers, principals and others will be welcome so that subsequent revisions may be improved.

JAMES N. RULE

Superintendent of Public Instruction

May 15, 1932

SUGGESTIONS FOR TEACHING THE SOCIAL STUDIES IN THE ELEMENTARY SCHOOL

Definition of Social Studies.—Economy of time and effort in the learning process implies that points of unification and correlation are organized and that each such point adds measure and vitality to the others. An analysis of the fundamentals of history and civics indicates closely correlated origins and functions. Both deal with man's adjustments to the world in which he lives; with his temporal and spiritual advances and regressions; with his efforts to organize his life as it touches other individuals, groups, communities, states, and nations. In the courses of study that follow, therefore, these two subjects have been organized as a unit under the name of social studies.

Special Contributions.—The school is truly successful only to the degree in which it contributes to desirable conduct. Every subject of study possesses potentialities for the development of this aim. Each subject of study, however, contains within itself certain possibilities that are not present to the same degree in the others. The social studies are particularly rich in the opportunities that they offer for the acquirement of the knowledge and the growth of the ideals and habits that are essential to successful citizenship. The potentialities of the social studies in common with the potentialities of other subjects of study, however, have value only as they are developed. This implies emphasis upon significant related centers for thinking and practice in the acts that contribute to successful moral and civic conduct.

Analysis of Contemporary Social Problems.—Blind groping is just as fatal in teaching as in other fields. A first step in an adequate program for our schools in the social studies must be an analysis of the problems that face the nation today. In such an analysis

there will naturally be considerable differences in opinion as to the problems involved. Certain problems, however, are so evident that knowledge of their existence is universal. The homicide ratio in the United States is the highest among comparable nations; the percentage of criminals who are apprehended and convicted is appallingly low; failure to enforce the laws we make is a general and long standing situation. So, too, science has eliminated distance and made us an integral part of a world from which we once felt far removed. A successful social studies program for our schools must be built upon these and other problems of today's life.

The Teacher as the Controlling Factor.—It is evident that many of the problems that we face today cannot be followed to a logical conclusion in the first six grades; that problems for any grade must be limited to the abilities of the children to understand them and make them a part of their experiences. In its finality, the activities and outcomes in the social studies are what the teacher makes them. They are an expression of her knowledge of the material that she is attempting to teach; of the soundness of her judgment; of her respect for mastery of fundamentals; of her ability to organize the activities of the classroom in terms of actual life situations. This implies a teacher guidance that is supreme; in which courses of study and suggestions for procedure are helps rather than directions to be followed.

The courses of study that follow were organized in this spirit. They are intended as patterns only of what may be done. The final form that any unit of work takes is in the hands of the teacher. Hers is the responsibility and the glory.

GRADE ONE

GENERAL OBJECTIVES :

1. To enlarge the pupil's sense of time, events, place, distance, and the meaning of truth.
2. To set up the beginnings of the ideals and habits essential to family and school cooperation.
3. To lay the foundations for a realization of citizenship as an individual and group responsibility.

UNIT ONE

I. Specific Objectives :

1. To develop an ideal of family life as mutually cooperative.
2. To develop the meaning of the terms older, younger ; long ago ; near, far.
3. To give practice in safety habits.

II. Content : Family life ; school life ; Hallowe'en ; Thanksgiving ; birthdays ; Christmas.

III. Instructional material :

1. Paper and other materials for Hallowe'en decorations.
2. Materials for building a doll house and installing family.
3. Materials for making Christmas gifts.

IV. Suggested Activities and Procedures :

Children tell stories of their parents' care for them ; of the work their parents do in order to obtain money for the purchase of food and clothing for their children ; of how their parents care for them in other ways ; of the anxiety of parents for their children's safety ; of how they help their mothers ; of how they help their fathers ; of how they care for their toys when they are through playing with them ; of how they care for their clothing ; of how they care for their pets.

Teacher read and tell stories illustrating cooperation in family life.

Pupils dramatize helping mother. All the common situations may be covered. For example, the mother may ask the pupil if he will go to the store for her. He replies in a courteous and willing manner. The mother tells him what to get. He makes sure that he has this correctly in mind and starts for the store with perhaps a happy remark to his mother.

Pupils determine how to cross a street safely when going on errands ; why traffic keeps to the right side of the road.

Teacher read or tell suitable Hallowe'en stories. Discuss truth or falsity of such stories ; discuss the fun of make believe at Hallowe'en.

Pupils cut out Hallowe'en pictures ; make original cutouts or pictures.

Pupils and teacher working together make Jack-o-lantern.

Pupils tell stories of how they expect to help in the preparation of Thanksgiving dinner.

Teacher and pupils decorate room with suitable Thanksgiving pictures and cut outs.

Pupils tell stories of what they did when they were babies ; of what their parents and grandparents did when they were children.

Pupils bring to school pictures of themselves when babies ; organize an exhibition.

Pupils find out how old they were when pictures were taken.

Pupils bring pictures of their parents and grandparents when they were children.

Pupils report how old parents and grandparents were when these pictures were taken.

Pupils determine what members of their families are older than they are ; younger ; whether their grandparents are older or younger than their parents.

Pupils build a doll house and install family.

Birthdays : (to be carried through year) Each child's birthday should be noted in some way. Pupils decide whether boy or girl whose birthday is being celebrated is older or younger than he was at his last birthday ; whether he will be older or younger than he is now at his next birthday. Pupils who remember stories of previous birthdays relate them.

Pupils learn that Christmas is the birthday of Christ.

Teacher read or tell stories illustrating the Christmas spirit : kindness, generosity, thoughtfulness of others.

Pupils become acquainted with term "long ago" in connection with the Christmas story.

Pupils examine pictures illustrating the spirit of Christmas.

Pupils dictate letters to Santa Claus.

Pupils make Christmas presents for their mothers and fathers ; for one another ; for pupils who are ill or absent from school if there are any such ; make Christmas cards for their neighbors.

Make decorations for room and Christmas tree.

Christmas party : Teacher and mothers of children give pupils a Christmas party.

V. Evidences of Achievement:

1. A larger appreciation on the part of the children of their parents' care for them.
2. The beginnings of a sense of the importance of cooperation in family life and of the terms older, younger.
3. The beginnings of discrimination between real stories and "make believe" stories; an appreciation of what is meant by "long ago," and "once upon a time."
4. Development of habits of safety.

UNIT TWO

I. Specific Objectives:

1. To develop a sense of the need for mutual helpfulness in the school.
2. To give additional practice in problems and experiences previously set up.

II. Content: Family; activities of school life.

III. Instructional Material:

1. Equipment for keeping the room clean and in order, as dust pan, brush, waste paper basket.
2. Games suitable for recess.

IV. Suggested Activities and Procedures:

Teacher and pupils discuss ways in which pupils help teacher and in which teacher helps pupils. Pupils suggest how they may be more helpful in the school.

Pupils put books and materials in good order at close of each session.

Pupils collect waste materials and put them in basket or other receptacle.

Pupils cooperate with teacher in making the classroom attractive.

Teacher and pupils organize groups to take care of certain duties in classroom; to be responsible for certain duties in the playground.

Pupils discuss how the playground may be kept in better order; ways in which dismissals may be carried out more easily and safely; dangers of crowding and pushing.

Pupils discuss how they may help everyone in the group to have a good time at recess.

Pupils learn two or three appropriate games to play at recess.

Pupils dramatize helping father as cleaning yard, bringing rubbers.

V. Evidences of Achievement:

1. Increased desire to keep the schoolroom clean and in good order.
2. The beginnings of a sense of responsibility for the happiness of others.
3. Increased ease in the playing of games and in making social contacts.

4. A feeling of pride in the fact that they have been able to help their fathers.

5. The beginnings of a definite desire for an orderly and attractive classroom.

UNIT THREE

I. Specific Objectives:

1. To develop a concept of place and distance in relation to events.
2. To continue the development of problems and experiences previously set up.

II. Content: Home; school; activities of pupils relating to place and distance; St. Valentine's Day.

III. Instructional Material:

1. Materials for making valentines.
2. "Once upon a time" and "long ago" stories.
3. Stories of other places and other lands.
4. Materials for making of puppet stage and figures.

IV. Suggested Activities and Procedures:

Teacher tell or read stories of St. Valentine; discuss meaning of "long ago" as used in some of these stories.

Teacher read or tell some "once upon a time" stories.

Pupils discuss difference in meaning between a "long ago" story and a "once upon a time" story.

Pupils make valentines for their fathers and mothers.

Each pupil make a valentine to send to another pupil designated by the teacher or decided in some other way.

(Teacher should see that every child receives more than one valentine)

Pupils make valentine box.

Distribute valentines on Valentine Day.

Pupils learn name of community in which they live; to give their addresses; to give name and address of school.

Pupils determine whether they live near to the schoolhouse; far from schoolhouse; very near; very far.

Pupils determine which pupils live nearest to school; farthest from school.

Pupils tell of visits they have made to nearby points; to points far away.

Children whose parents came from other places or countries tell stories of these places and lands as told to them by their parents.

Pupils collect pictures of other places or other countries from which their parents or other people they know have come.

Teacher read or tell stories to children about activities in other places and other lands.

Pupils dramatize some such stories; make puppets or build up sandtable scene from a "far away" story.

V. Evidences of Achievement:

1. The beginnings of a sense of the existence of other peoples and other lands; of differences in distances.
2. Happiness in the making of valentines for others.

UNIT FOUR

I. Specific Objectives:

1. To learn to discriminate between truth and non-truth.
2. To develop the beginnings of a sense of the meaning of the term history.
3. To continue the development of problems and experiences previously set up.

II. Content: "Make believe" stories; true stories; evidence.

III. Instructional Material:

1. "Make believe" stories.
2. True stories.
3. Materials for making pictures.

IV. Suggested Activities and Procedures:

Teacher "make up" a thrilling story relating to known people or objects.

For example: "One day, while we were looking out of the window, a bird as big as the school-house came out of the sky and lighted in the road."

Pupils discuss truth or falsity of this story; give reasons for thinking it false.

Pupils tell true stories of birds that light in school yard.

Pupils list some "make believe" stories that they have read or that teacher has told them.

Pupils dictate a "make believe" story; teacher write story on blackboard.

Pupils dictate a true story; teacher write story on blackboard.

Pupils discuss the fun of "make believe" stories; the need for knowing whether a story is a true story or a "make believe" story.

Pupils tell "make believe" stories; true stories. Teacher read "make believe" stories to class; true stories.

Pupils make a true picture of a corner of the school yard or of other parts of the landscape.

Pupils draw or paint a "make believe" picture. Teacher ask pupils to note what she does and quickly perform several successive acts, as open drawer, move chairs, touch several pupils, tap pencil quickly four or five times.

(It may be an advantage if the teacher writes out her proposed acts and follows these exactly. She will thus have a record)

Pupils tell what teacher did. Note differences in reports.

Pupils discuss likelihood of truth when several pupils agree; likelihood of error when pupils disagree; history as truth.

Pupils who have done things together describe their activities, as each of several boys who walked home together describe principal happenings on this trip. Class decide points of agreement and disagreement; what parts of the stories of these boys may be accepted as exact; what parts are uncertain.

Teacher tell the history of her hat, coat, or any other interesting object.

Pupils and teacher try to organize the history of the gold fish or other pets in the classroom; where obtained; when; special activities.

Pupils relate histories of pets in their homes.

Pupils dictate principal points in the history of the class for the year to pass on to the teacher of Grade II.

Pupils give "last day" party for their parents and friends.

Pupils list courtesies that they should practice at such a party; dramatize these courtesies.

V. Evidences of Achievement:

1. A sense of the difference between a true story and a "make believe" story.
2. The beginnings of a sense of the meaning of history.
3. Increased courtesy in relations with one another and with other people.

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GRADE TWO

GENERAL OBJECTIVES:

1. To continue the pupil's experiences in relation to events, time, place, distance, and the meaning of truth.
2. To enlarge the pupil's realization of the inter-relationship and interdependence of peoples.
3. To help the pupil secure a knowledge of simple physical features in the community.
4. To help the pupil organize and appreciate the agencies that protect and defend community beauty, safety, health, and the rights of individuals and groups.
5. To help the pupil to become acquainted with simple facts that are significant in the history of the community.

UNIT ONE

I. Specific Objectives:

1. To enlarge the thinking of the pupil in relation to time, events, place, distance, and the meaning of truth.

II. Content:

Holidays listed for First Grade plus Penn Day.
Past experiences of pupils.

III. Instructional Material:

1. Materials for decoration of classroom at Hallowe'en.

IV. Suggested Activities and Procedures:

Pupils who have made visits to other places during the summer vacation tell where they have been; whether these places are near, far, very near, very far from home community.

List pupils who made visits to points farthest from community.

Pupils dictate story of principal things they did in school in Grade One. Compare with history of year prepared at close of First Grade and passed on to teacher of Second Grade.

Teacher and pupils decide some things they wish to do during the present year, as a Hallowe'en good time party, Christmas party, Valentine box, birthday celebrations.

Pupils who have had birthdays during the summer vacation report this fact.

Each pupil tell when his next birthday occurs.

Pupils whose last birthdays were celebrated in some way tell of these celebrations.

Each pupil master his home address.

Teacher place name and home address of each pupil on blackboard or chart. Each pupil learn address of another pupil in the class in whose home he visits.

Determine whether this pupil or the pupil learning the address lives the nearer to the school; which pupils in the class live farthest from the school.

Pupils find whether they or their homes are the older.

Pupils plan for Hallowe'en activities. Decorate classroom.

Pupils tell "make believe" Hallowe'en stories; true Hallowe'en stories.

Plan a Penn Day program.

V. Evidences of Achievement:

1. Does each one of your pupils have a sense of the meaning of the terms present, past and future within the limits of his experiences? Of the terms near, far, very far? Of the truth as distinguished from "make believe?"

2. Do the attitudes of the pupils in the class toward the teacher and the school parallel sound civic relationships in a democracy such as that of the United States?

3. Is the life of your school happy, earnest and law abiding?

4. Do your pupils consider you just? Your demands fair? Do they feel that they have a part in determining the life of the school? Do they recognize the responsibility of the teacher?

5. Place a true-false test upon blackboard relating to the topics included in this unit. Group determine answers:

Example of such a test.

_____ who is six years old
is older than _____ who is
seven years old.

UNIT TWO

I. Specific Objectives:

1. To help pupils to consider how their families help their neighbors to be comfortable and happy

and how their neighbors help their families in the same way.

II. Content: School life, family life, neighborhood resources and activities. Holidays previously listed plus Thanksgiving Day.

III. Instructional Material:

1. Sandtable.
2. Materials for making automobile.

IV. Suggested Activities and Procedures:

Pupils tell stories of ways in which their neighbors help them; of ways in which their families help their neighbors; of good times their families and their neighbors have together.

Pupils tell stories of parties, automobile rides or other recreations to which their families have invited neighbors or to which neighbors have invited their families.

Pupils dramatize occasions in which neighbors call at their homes: receive callers courteously; serve tea; make inquiries about their health and the health of their children.

Pupils develop on sandtable a family picnic or other outdoor recreational activity to which neighbors have been invited.

Make automobile of cardboard, paper, wooden blocks or other materials for transportation of family and guests to the point where picnic or other recreational activity is being held. Make figures to represent family and guests. Place driver in proper place in automobile. Practice care in passing other automobiles.

Pupils learn common traffic regulations for insuring safe travel.

Pupils develop plans for a school party to which guests are invited.

Pupils plan food that guests will like. Plan for entertainment that guests will enjoy.

Pupils discuss courteous practices at such a party as use of "excuse me," "pardon me," care in serving refreshments so as not to spill food or liquid.

Pupils dramatize typical activities for this party.

V. Evidences of Achievement:

1. Has the study of this unit enlarged the pupil's sense of the interdependence of people? Of responsibility for the happiness of other people? Given them practice in the expression of recognized social courtesies?

2. Do the pupils practice these courtesies in their relations with the teacher?

3. Teacher test pupil's knowledge of safety regulations in crossing streets. Remove weaknesses disclosed.

UNIT THREE

I. Specific Objectives:

1. To learn most significant buildings and physical features in the community.

2. To help pupils secure an initial concept of the community as a unit.

II. Content: Buildings in community; outstanding physical features.

III. Instructional Material:

1. Materials for building of community.

IV. Suggested Activities and Procedures:

Pupils show on sandtable or floor most important physical features in community as, streams of water running through or near community; notably higher points or areas of land.

Pupils build schoolhouse of cardboard or other materials and place in appropriate location; build main streets in community.

Pupils decide direction of post office from school; direction of other important buildings from the school. Place in position.

Pupils tell stories of visits to dry goods stores, to post office, to public buildings.

Pupils who have not made such trips arrange to do this either as individuals or in groups in charge of the teacher.

Pupils discuss places in which their fathers work. Determine direction from school of these places.

V. Evidences of Achievement:

1. Has the study of this unit given the pupils an initial concept of the community or region? A better knowledge of direction?

2. Did the building of the community result in specific learning products? For example, did pupils make buildings as specific stores, churches, or other buildings? Highways as specific streets and roads?

UNIT FOUR

I. Specific Objectives:

1. To help the pupil to organize and appreciate community agencies that protect and defend community beauty, safety, health, and the rights of individuals and groups.

II. Content: Civic agencies in community.

III. Instructional Material:

1. Material for building post office.
2. Note paper and envelopes.

IV. Suggested Activities and Procedures:

Pupils tell stories illustrating how policemen take care of children.

Teacher read or tell similar stories.

Pupils tell why "bad" people do not like the policeman.

Pupils discuss how they can help the policeman. Invite policeman or other officer responsible for

school area to visit the class so that pupils may become acquainted with him.

Pupils dictate letter to policeman or other such officer expressing appreciation of his work and their intention to help him. All pupils sign names to copied letter. Send to officer.

Pupils discuss service of ashmen, garbage collector, and other public servants.

Dictate letters to these people expressing appreciation of their services. Post letters.

Pupils discuss importance of safe delivery of mail.

Pupils in class visit post office from which community mail is sent out if within convenient distance. If post office from which mail is sent to community is at some distance, pupils with opportunity to visit post office report experiences to other pupils.

Class build post office of blocks, beaver board, or other materials.

Pupils dictate letter to mailman delivering mail to homes of pupils in which they thank him for his services. Each pupil copy this letter and send to mailman delivering mail at his home.

In connection with Valentine Day, each pupil make a valentine for his parents and others. Place in regular or school made envelopes. Address. Pupils who deliver their valentines themselves draw stamp in proper corner. Pupils who send them through the post office, purchase stamp and attach it properly.

Pupils discuss reasons for keeping classroom clean; for keeping things "in order;" for having pictures on the walls; for making classroom attractive.

Apply above to community: to keeping walks and streets free of litter; to protection of parks, public flower beds, and other community property.

Pupils express their feelings toward the person who spoils the beauty of the community.

Pupils organize a Community Beautiful Club. Make Community Beautiful badges or belts.

Pupils dictate paragraph for local press telling about their club and asking everyone to help them to make the community more beautiful.

In connection with Washington's Birthday, determine if the soldiers in his army obeyed his commands. Discuss reasons why they should do this. Pupils tell stories of cases in which they might have been injured if they had not obeyed their parents.

Pupils discuss why they have fire drills; why every school has fire drills; why provision for fire drills is called a law; why this law was made.

Teacher read aloud relevant portions of this law.

Pupils discuss other laws of which they know; determine why each law reported was made.

Pupils learn that there are laws prohibiting unkind treatment of animals; purposely injuring other people or other people's property. Pupils tell stories of how they take care of animals and

other pets in their homes; of care to keep off lawns; of arrests of people for disobeying the law.

Pupils learn that the State Legislature made the law requiring fire drills; that they make other laws; that their fathers and mothers and other grown people vote for someone to help make the laws and that the person receiving the greatest number of votes is elected. Learn names of State Representative and State Senator representing community.

Pupils discuss local civic body for making laws for community only. Pupils report members of this body whom they know.

V. Evidences of Achievement:

1. Has the study of this unit given the children a concept of the policeman as a friend and protector? Of civic organization in general as intended to make life easier, safer, and happier? Of laws as being made for the purpose of protecting the community from cruel, careless, and selfish people?

2. Do pupils know names of State Senator and State Representative from their communities?

UNIT FIVE

I. Specific Objectives:

1. To discover the conditions and activities that prevailed in the community in the past.
2. To observe Flag Day.

II. Content: History of community.

III. Instructional Material:

1. Map of Pennsylvania.
2. Materials for organizing an Indian community.

IV. Suggested Activities and Procedures:

Find oldest buildings in community; churches, schools, other buildings.

Name some people who lived in the community a long time; people who have lived in the community longest.

Invite person who has lived in community a very long time to visit school and tell some things that have happened in community during this period.

Find name of first white person to settle in community.

Find where this settlement was made.

Find how many years ago first settlement in community was made.

Class visit this spot if within reasonable distance. If too far from school for school journey by class, individual pupils who can make the visit report experiences.

Find of what materials earliest buildings in community were made.

Find reason for name of community; reason for name of State.

Find if Washington ever visited community or nearby region.

Teacher point to community on map of State and also to nearest spot visited by Washington.

With help of scale pupils decide whether point visited was near to community or far from community.

Find whether or not William Penn lived or visited in community or nearby.

Find names of any other highly important personages who visited community or nearby. Find reasons for such visits.

Discuss conditions in community before white men came; forests, wild animals, Indians.

Name some wild animals living in community and neighborhood when white men came.

Learn how the Indians in community when white men came lived; homes; foods; how foods were obtained.

Find how Indian mother, "squaw," cared for her baby, "papoose."

Discuss work done by the Indian men; by the Indian women; how the children helped; the games they played; stories they told.

Teacher read or tell stories illustrating the love of Indian children for their parents; of Indian parents for their children; of affectionate family relations in general.

Pupils decide why the Indians had a chief; if they obeyed their chief; if Indian children obeyed their parents.

Teacher read or tell stories illustrating Indian virtues.

Pupils discuss Indians who were friends of white men, as Tamanend with whom William Penn made his treaty.

Pupils organize an Indian community. Make room into Indian encampment. Pupils make head-dresses of paper or feathers. Play games such as Indian children played as "Tag," "I spy the gray wolf." Dramatize events in family life of Indians; the arrowmaker; treaties with white people; stories of friendships between Indians and white people; other events common to Indian life.

Decorate room for Flag Day.

Dramatize story of the making of the first flag by Betsy Ross "a long time ago."

Examine flags or pictures of flags of some other nations of which children have heard.

V. Evidences of Achievement:

1. Do your pupils have a concept of the meaning of the history of the community? Of the meaning of history in general? Of the virtues of the Indians who lived in the region occupied by the community?

2. Do your pupils think of the flag of the United States as representing people who live in this country?

BIBLIOGRAPHY

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